

The Behaviour Kit: Section Four



STAFF SUPPORT

- Support Structures Within and Beyond the School
- Collegial Support Presentation
- Draft Role Statement for Learning and Support Teacher
- Staff Expectations
- Professional Practice Guide
- Disability Standards for Classroom Teachers (2005)
- Non-Violent Crisis Intervention Training (NCI)
- Positive Partnerships
- Inclusion Online Courses
- Employee Assistance Program (EAP)

SUPPORT WITHIN THE SCHOOL

- Colleagues / Supervisor / Executive
- Learning Support Team (LST)
- Learning and Support Teacher (L.A.S.T.)
- Student Welfare Team
- School Counsellor
- Parents and Community

SUPPORT BEYOND THE SCHOOL

- Sydney Region Student Services Handbook: includes information regarding Sydney Region consultancy and support contacts in Student Welfare, Disability Programs, Aboriginal Education, Out of Home Care and Home School Liaison Program
- Assistant Principal Learning and Support: based at Regional Offices in Bondi, St Peters and Miranda
- Sydney Region Curriculum support personnel: based at Arncliffe Office
- Supported Return to School Program: Green Square and Arncliffe
- Support Classes for specific needs
- Schools for Specific Purposes (SSPs)
- Other Government and Non-Government service providers and agencies
- Behaviour, Learning and Teaching Modules:
<https://detwww.det.nsw.edu.au/lists/directoratesaz/stuwelfare/behaviourprgms/behaviourmgt/modules.htm>
- Department of Education and Communities Website
- Sydney Region Website
- Staff Welfare Officer and Employee Assistance Program

HIGH SCHOOL



EFFECTIVE COLLEGIAL SUPPORT
BY SYDNEY REGION PROJECT TEAM
2012

<http://www.virtuale.com.au/teachers/ENGLISH/colleague-support-detail.aspx>

Colleague Support



“From whinging and offloading to the brief assurance that we’re on the right track; from shared identity through to shared teaming and appraisal, colleague support affirms and enables our coping, our morale and our professionalism”

Bill Rogers

Colleague Support

- REDUCES NEGATIVE ATTITUDES OF INADEQUACY
- INCREASES INTERPERSONAL PROBLEM SOLVING AND ACTION PLANNING
- INCREASES COPING SKILLS
- REDUCES FEELINGS OF ISOLATION

ARE WE MORE COMFORTABLE GIVING AND RECEIVING CERTAIN KINDS OF SUPPORTS?

<p>Information and Advice</p> <p>Guidance Sharing of issues of concern Action planning Assess and access resources</p>	<p>Feedback and Appraisal</p> <p>Recognition of specific contribution efforts; Positive non-judgemental help Feedback Peer coaching Mentoring</p>	<p>Structural, instrumental support</p> <p>Building systems to reduce unnecessary stress: Environmental, timetabling, playground roster, communication</p>	<p>Emotional and moral support</p> <p>Empathy Care shown, demonstrated and offered</p>
<p>colleague support</p>			

“Teachers have tended to stay out of each others’ classrooms and not talk about their own discipline problems.

Too often teachers do not seek help because it feels like an admission of incompetence and they do not offer it because it feels like accusing a colleague of incompetence.

As a result, the tradition of classroom isolation persists in many schools”

The Elton Report

Working with a difficult class / student

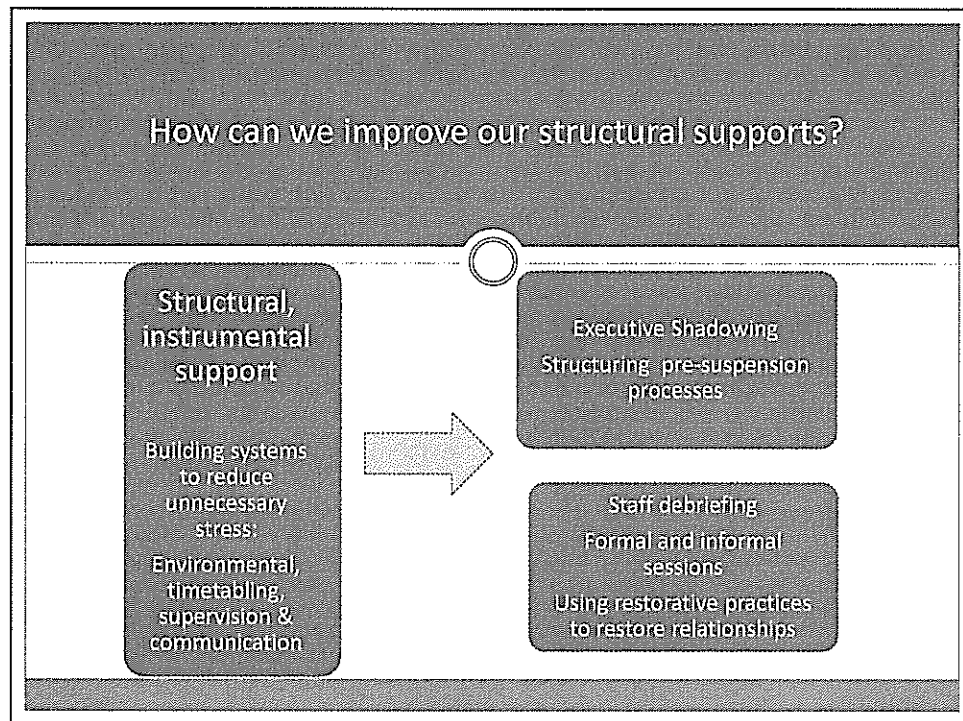
- http://www.youtube.com/watch?v=rF_BdBEUv_4

- http://www.youtube.com/watch?v=WKfZgm4k_jE&feature=relmfu

How can we support colleagues with a difficult class/student?

- Information and advice?
- Feedback and appraisal?
- Structural and instrumental support?
- Emotional and moral support?

* Activity sheet



Guidance for the role of the Learning and Support Teacher

The *Learning and Support Teacher* will, through the school's learning and support team, provide direct and timely assistance to students in regular classes with additional learning and support needs and their teachers. Many of these students come from diverse cultural, linguistic and socio-economic backgrounds.

The *Disability Standards for Education 2005* provides the context for the role and activities of the Learning and Support Teacher.

Emphasis in the role will reflect school priorities and programs that support students with additional learning and support needs.

The *Learning and Support Teacher* will:

- model exemplary classroom practice when tailoring adjusted learning programs for students with additional learning needs
- provide direct support for students with additional learning and support needs including the areas of social integration, language and communication, literacy, numeracy and behaviour. This may include students with confirmed disabilities.
- plan, implement, monitor and evaluate teaching programs for students with additional learning and support needs in conjunction with regular classroom teachers
- provide professional advice, support and mentoring to classroom teachers on:
 - how best to cater for the diverse learning needs in their classrooms, and
 - how to effectively work in partnership with families to maximise learning opportunities for students at school and at home
- provide professional advice and assistance about students with additional learning needs to the school's learning and support team
- assist with professional learning for class teachers and School Learning Support Officers within their school and local network of schools where appropriate.

In undertaking their work the *Learning and Support Teacher* will not be used to provide relief for teachers/executive or to establish a separate class.

	Staff Expectations
Be safe	<ul style="list-style-type: none"> • Dress appropriately - modesty and OHS issues • Be aware of each student's risk assessments • Do not become physical with students for own safety • Be in the right place at the right time • Respect personal space
Be a learner	<ul style="list-style-type: none"> • Be responsible for your professional learning • Communicate professionally and effectively • Familiarise yourself with policies / systems / procedures • Know your roles / responsibilities and fulfil them • Volunteer for committees and projects • Collaborate
Respect myself	<ul style="list-style-type: none"> • Model appropriate behaviour • Dress appropriately • Ask for help • Accept help from colleagues • Use appropriate language for the setting • Be prepared and organised • Be calm and in control
Respect others	<ul style="list-style-type: none"> • Allow others to do their job • Respect confidentiality of staff and students • Be in the right place at the right time • Communicate information effectively • Be supportive • Respect personal space and property • Share your skills • Praise your colleagues • Be prepared and organised • Use appropriate language for the setting • Be considerate
Respect property	<ul style="list-style-type: none"> • Look after resources and equipment • Return borrowed equipment • Reduce, Recycle and Reuse • Secure rooms and buildings • Keep school clean, tidy and uncluttered • Be security conscious

Appendix 5 – A Guide for Teaching and Protecting Children and Young People

The following information will help teachers identify appropriate professional practice in their conduct with students. The material below is not exhaustive but is provided as a guide to common situations.

Good or acceptable practice

1. School and classroom culture

- Develop school and classroom routines or structures that have clear boundaries of acceptable and professional student/teacher interaction;
- Implement Department and school guidelines that help prepare and plan such educational activities as excursions. Professional behaviour and supervision levels need to respond to the age of students and the educational context;
- Know the school's student welfare and discipline policies and use behaviour reinforcement strategies that follow these policies;
- Develop a non-confrontational behaviour management style;
- Respond to provocative behaviour by students, parents or members of the school community in a non-confrontational, calm manner to help defuse difficult situations. Seek support from colleagues or supervisors where needed. In extreme situations the principal can call police to protect staff and students. Strategies including the use of *Inclosed Lands Protection Act 1901* and obtaining Apprehended Violence Protection Orders can also be used.

2. Care and discipline of children

- Report and document incidents involving physical restraint of students or violence involving students. This provides important information if an allegation is made about the related conduct of a staff member;
- Actively supervise students when on playground duty;
- Clearly instruct and carefully supervise students operating equipment;
- Provide correctional feedback on student work in a constructive way;
- When confiscating personal items, such as mobile phones or hats, ask students to hand them to you. Only take items directly from students in circumstances where concern exists for the safety of the student or others and your own safety is not jeopardised by this action;
- When playing physical sport with children, consider the physiques of students, along with the relative ages and stages of development of all participants.

3. Teacher-student relationships

- Participate in social contact with a student only after obtaining informed consent of the student and the parent (and principal where appropriate); such contact includes meetings, sporting events, phone calls or electronic communications, e.g., emails and text messages;
- When acting as a student's mentor, develop a relationship with clear professional boundaries that cannot be misinterpreted as a personal, rather than a professional, interest in the student;
- If a student develops a 'crush' on you, inform a supervisor, so independent, sensitive advice and support are available;
- Praise and recognise all students when appropriate, so they all feel fairly treated;
- Physically contact students in a way that makes them comfortable, e.g., shaking hands, a congratulatory pat on the back, or with very young students by gently guiding them or holding their hand for reassurance or encouragement;

- When students, particularly very young children, are hurt and seek comfort, it is appropriate to provide reassurance by putting an arm around them;
- Be alert to cues from students about how comfortable they are in your proximity and respect individual needs for personal space. If teachers physically contact students in class demonstrations, such as PE or drama lessons, explain the activity involved and what you will do;
- Be aware of cultural norms that may influence interpretation of your behaviour towards students.

4. *Interaction with students with identified needs*

- Be especially sensitive interacting with students who may have poor 'boundaries' for appropriate behaviour after being traumatised by physical, emotional or sexual abuse, because they may misinterpret your actions;
- Schools for Specific Purposes and those in Juvenile Justice Centres have particular requirements for child protection, due to the needs of students. Therefore, careful training, planning, programming, documenting and reporting will help protect students from neglect or abuse, and staff from complaints or allegations. Awareness by all staff, including non-teaching staff, and where appropriate parents or caregivers, of appropriate strategies and their purpose with individual students is desirable and this will usually be gained in the development of individual management programs.

Poor or unacceptable practice

1. *School and classroom culture*

- Excluding students from a lesson or activity, then leaving them unsupervised in corridors, classrooms or storerooms;
- Leaving a class unattended or dismissing students early from a lesson so that they are unsupervised;
- Not reporting concerns about risk of harm to a child or misconduct of a staff member towards a student;
- Attempting to physically prevent a student from entering or leaving a classroom, unless there is a concern for the safety of the student, other students or staff;
- Closing doors or windows to rooms without checking students are safely out of the way;
- Pursuing a student who is attempting to run away unless that student is in immediate danger or is likely to harm another person;
- Shouting angrily at students to intimidate them;
- Commenting to or about students on the basis of disability, gender, sexuality, cultural or racial stereotypes.

2. *Care and discipline of children*

- Public disciplining or humiliating a student as punishment or as an example to other students;
- Throwing an object, such as a duster, chalk, ball or book, at a student to get their attention;
- Threatening students with physical punishment;
- Corporal punishment, such as hitting, smacking or caning, of students is prohibited;
- Providing inadequate supervision for students while on duty during excursions;
- Not appropriately responding to or referring clear requests from students for medical or first aid attention;

- Arranging activities or meetings alone with a student that are not within school guidelines or that are without the informed approval of a supervisor and, if appropriate, the parent or caregiver;
- Targeting students unfairly for criticism or prejudging complaints from other staff or students about their behaviour based on past conduct.

3. *Teacher-student relationships*

- Teasing students or unfairly withholding praise from them;
- Putting your arms around students while instructing them on the computer;
- Developing a practice of cheek kissing as a greeting or for congratulating students;
- Repeatedly and unnecessarily touching students on the back, shoulders, arms or legs;
- Allowing a student to sit on your lap;
- Undressing in front of a student, e.g., in PE or Activity Centre change rooms;
- Giving gifts or money to students as a reward or incentive for good behaviour or as a gesture of friendship;
- Conversing about sexual matters unrelated to a syllabus;
- Telling jokes of a sexual nature;
- Making sexually suggestive remarks or actions, obscene gestures or showing inappropriate videos;
- Deliberately exposing a student to the sexual behaviour of others, including access to pornography.

Practices in the following three bullet points are prohibited (and may also be criminal acts):

- Teachers must not have sexual relationships with students. It is irrelevant whether the relationship is homosexual or heterosexual, consensual or non-consensual or condoned by parents or caregivers (the ages of the students or staff members involved are also irrelevant);
- Teachers must not give students alcohol or other drugs (except prescribed medication in accordance with department and school policy), or encourage or condone the use of alcohol or other drugs by students;
- Possessing, computer downloading or distribution of child pornography.

4. *Interaction with students with identified needs*

- Using unnecessary force to make physical contact with a student as a prompt for a verbal instruction or to force compliance;
- Failing to implement strategies negotiated and outlined in individual student management programs;
- Using physical contact to contain confrontational behaviour of students of all ages (particularly those with identified behaviour or conduct disorders) unless there is a concern for the safety of the student, other students or staff.



Disability Standards for Education 2005



Information for Classroom Teachers

Australian Association of Special Education (AASE)

The Australian Association of Special Education (AASE) is a broad-based non-categorical association concerned with all who have special education needs.

AASE aims to:

- Advocate on behalf of people with special education needs to ensure provision of and access to quality education services
- Provide a range of quality services to members of the wider community

Any person interested in these aims may be interested in becoming a member of AASE. Members include parents / caregivers, teachers, therapists, community members, administrators and university lecturers.

For more information on the work of AASE please visit www.aase.edu.au

AASE and the Disability Standards for Education 2005

AASE fully supports the development and implementation of the Disability Standards for Education 2005. The Standards provide a set of legal standards with which education and services providers must comply in order to meet their legal responsibilities under the Disability Discrimination Act (1992).

The application of the Standards is not optional. It is the law.

Who is bound by the Standards?

Nearly everyone involved in any type of education is bound by the Standards. This includes:

- (a) Preschools, including kindergartens (but not child-care providers);
- (b) Schools in the public sector;
- (c) Schools registered through school registration authorities in the private sector;
- (d) Post-compulsory education and training authorities and providers;
- (e) Higher education providers
- (f) Providers of adult and community education
- (g) Bodies whose purpose is the development and accreditation of curricula, training packages or courses used by education authorities, institutions or providers

Purpose of the Standards

The Standards are intended to give a student with a disability the same rights as other students. The Standards are based on the position that all students, including a student with a disability, should be treated with dignity and enjoy the benefits of education and training in an educationally supportive environment that values and encourages participation by all students, including a student with a disability.

What aspects of education do the Standards apply to?

The Standards set out in detail how education and training is to be made accessible to a student with a disability. The Standards cover the following areas:

- Enrolment (part 4)
- Participation (part 5)
- Curriculum development, accreditation and delivery (part 6)
- Student support services (part 7)

The Standards also require education providers to develop policies and programs that eliminate harassment and victimisation.

What do the Standards require?

- (a) *The Standards require a student with a disability to be treated "on the same basis" as all other students in the key areas of education outlined above.*

The concept of "on the same basis" is fundamental to the requirement for a provider not to discriminate against a student with a disability. An education provider treats a student with a disability "on the same basis" as a student without a disability if the student with a disability has opportunities and choices which are comparable with those offered to students without disabilities in relation to:

- Admission or enrolment in an institution
- Participation in courses and the use of facilities and services

Treatment "on the same basis" also includes the right to comparable access to services and facilities and the right to participate in education and training unimpeded by discrimination, including stereotyped beliefs about the abilities and choices of a student with a disability

This information sheet is part of a detailed education program developed and implemented by Australian Association of Special Education (AASE) in order to encourage higher levels of understanding of and commitment to the application of the Disability Standards for Education (2005). Individual information kits have been prepared for classroom teachers, school principals, parents and primary caregivers and students.

Copies of the information kits can be viewed at the AASE website on www.aase.edu.au

- (b) The Standards also require education providers to make decisions about admission and enrolment on the basis that "reasonable adjustments" will be made, where necessary, so that the student with a disability is provided with opportunities and choices that are comparable with those available to students without disabilities.

In assessing whether a particular adjustment is "reasonable" for the student with a disability, the education provider should take into account:

- The nature of the student's disability
- The information provided by or on behalf of the student about how the disability affects the student's ability to participate
- Views of the student or an associate of the student about whether a proposed adjustment is reasonable and will enable the student with a disability to access and participate in education and training opportunities "on the same basis" as students without disabilities
- Information provided by or on behalf of the student about his or her preferred adjustments
- The effect of the proposed adjustments on the student, including the student's ability to participate in courses or programs and achieve learning outcomes
- The effect of the proposed adjustment on anyone else effected, including the education provider, staff, and other students
- The costs and benefits of making the adjustment

Examples of reasonable adjustments include:

- Positioning a student in a classroom to maximise participation
- Adjustments to enable access to teaching and learning activities e.g. subtitled videos and DVDs, large print booklets or booklets in braille
- Adjustments to the time allocated to complete work
- Adjustments to the assessment process such as additional time, rest breaks, quieter conditions or the use of a reader and or scribe or specific technology
- Modifications to buildings and /or access areas
- Amendments to emergency evacuation procedures and plans taking into account the needs of a student with a disability
- An individual health care plan
- Staff training

Guidance on reasonable adjustments should be available from your education authority or your local AASE Chapter (see resources section at the end of this information sheet for local chapter website addresses)

Complying with the Standards

The Standards provide a set of measures to guide service providers in ensuring they comply with these requirements. These are outlined below in each of the key areas.

Part 4 Enrolment

Measures the education provider may implement to enable the prospective student to seek admission to, or apply for enrolment in, the institution on the same basis as a

prospective student without a disability include measures ensuring that:

(a) Information about the enrolment processes:

- Addresses the needs of a student with a disability and;
- Is accessible to the student and his or her associates; and
- Is made available in a range of formats depending on the resources and purposes of the provider and within a reasonable time frame; and

(b) Enrolment procedures are designed so that the student or an associate of the student, can complete them without undue difficulty; and

(c) Information about entry requirements, the choice of courses or programs, progression through those courses or programs and the educational settings for those courses or programs is accessible to the student and his or her associates in a way that enables the student, or associates, to make informed choices.

Part 5 Participation

Measures that the education provider may implement to enable the student to participate in the course or program for which the student is enrolled and use the facilities and services provided by it "on the same basis" as a student without a disability, include measures ensuring that:

(a) The course or program activities are sufficiently flexible for the student to be able to participate in them; and

(b) The course or program requirements are reviewed, in the light of information provided by the student, or an associate of the student, to include activities in which the student is able to participate; and

(c) Appropriate programs necessary to enable participation by the student are negotiated, agreed and implemented; and

(d) Additional support is provided to the student where necessary to assist him or her to achieve intended learning outcomes; and

(e) Where a course or program necessarily includes an activity in which the student cannot participate, the student is offered an activity that constitutes a reasonable substitute within the context of the overall aims of the course or program; and

(f) Any activities that are not conducted in classrooms, and associated extra-curricular activities, or activities that are part of the broader educational program, are designed to include the student.

Part 6 Curriculum development, accreditation and delivery

Measures that the education provider may implement to enable the student with a disability to participate in the learning experiences (including the assessment and certification requirements) of the course or program and any relevant supplementary course or program, on the same

basis as a student without a disability, include measures ensuring that:

- (a) The curriculum, teaching materials and the assessment and certification requirements for the course or program are appropriate to the needs of the student and accessible to him or her; and
- (b) The course or program delivery modes and learning activities take account of intended educational outcomes and the learning capacities and needs of the student; and
- (c) The course or program study materials are made available in a format that is appropriate for the student and, where conversion of materials into alternative accessible formats is required, the student is not disadvantaged by the time taken for conversions; and
- (d) The teaching and delivery strategies for the course or program are adjusted to meet the learning needs of the student and address any disadvantage in the student's learning resulting from his or her disability, including through the provision of additional support, such as a bridging or enabling course, or the development of disability specific skills; and
- (e) Any activities that are not conducted in a classroom, such as field trips, industry site visits and work placements, or activities that are part of the broader course or educational programs of which the course or programs is a part, are designed to include the student; and
- (f) The assessment procedures and methodologies for the course or program are adapted to enable the student to demonstrate the knowledge, skills or competencies being assessed.

Part 7 Support Services

Measures that the education provider may implement to ensure that the student with a disability is able to access support services "on the same basis" as a student without a disability, and to ensure his or her access to specialised support services, include measures ensuring that:

- (a) Staff of education providers are aware of the specialised services available for the student and are provided with information that enables them to assist the student to access the services that the student needs; and
- (b) The provision of specialised services for the student, where necessary, is facilitated, including through collaborative arrangements with specialised service providers; and
- (c) Any necessary specialised equipment is provided to support the student in participating in the course or program; and
- (d) Appropriately trained support staff, such as specialist teachers, interpreters, note-takers and teachers' aides, are made available to a student with a disability.

Part 8 Harassment and Victimisation

Measures that the education provider may implement to enable the student with a disability to participate in education and training in an environment free from harassment and victimisation include measures ensuring that:

- (a) The provider's policies, procedures and codes of conduct for its staff and students explicitly prohibit harassment and victimisation of a student with a disability on the basis of disability including:
 - (i) The need for individual strategies and adjustments for a student; and
 - (ii) the need to use such supports as a wheelchair, hearing aid, breathing support, an interpreter, a reader, an assistant or carer or a guide or hearing dog or other appropriately trained animal; and
- (b) The policies, procedures and codes of conduct for staff and students explicitly prohibit harassment and victimisation of the associates of a student with a disability, on the basis of disability; and
- (c) The procedures for handling any cases or complaints or harassment and victimisation in relation to disability are fair, transparent and accountable; and
- (d) The provider's students and staff are effectively informed and reminded, at appropriate intervals, of their rights and responsibilities in maintaining an environment free from harassment and victimisation on the basis of disability

Can an education provider seek exemption from the Standards?


Yes, an education provider may seek exemption from the Standards. The Standards outline the circumstances under which exemptions may be sought. These include:

(a) Unjustifiable Hardship

In determining whether unjustifiable hardship applies, the Standards suggest an education provider should take into account;

- Information about the nature of the student's disability, his or her preferred adjustment, any adjustments that have been provided previously and any recommended or alternative adjustments. This information may be provided by the student with a disability, an associate of the student, or independent experts.
- Ensure that timely information is available to the student with a disability or an associate of the student about the processes for determining whether the proposed adjustment will cause unjustifiable hardship to the provider and;
- Ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and associates of the student, consistent with the rights of the rest of the community.

Where a claim of unjustifiable hardship is made, an education provider should take into account all the financial and other resources that are reasonably

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- www.aase.edu.au
 - www.hreoc.gov.au/disability_rights
 - www.dest.gov.au/dsfe

Or Google 'Disability Standards for Education 2005' (search pages from Australia).

Non Violent Crisis Intervention - Overview

NCI training is available to all school staff via the PL portal.

The focus of this training is to ensure school staff have the skills necessary to de-escalate a potentially aggressive or violent situation whilst maintaining care, welfare, safety and security for all.

The training is conducted over 6 hours and includes a practical component and a test.

By participating in this course, you will gain the confidence necessary to handle crisis situations with minimal anxiety and maximum security. The training will help you intervene more safely when behaviour becomes dangerous. And most importantly, it will not damage the professional bond you have worked so hard to establish with the individual in your care.

Course Objectives

Units I – VII	You will learn to:
Preventative Techniques	<ol style="list-style-type: none">1. Identify the behaviour levels that contribute to the development of a crisis and choose an appropriate staff intervention for each level.2. Identify useful non verbal techniques that can help to prevent acting out behaviour.3. Use verbal techniques to de-escalate behaviour.4. Adopt CPI's Principles of Personal Safety to avoid injury if behaviour escalates to a physical level.5. provide for the <i>Care, Welfare, Safety and Security</i> of all those who are involved in a crisis situation.
NCI and Team Intervention	<ol style="list-style-type: none">1. Understand and develop team intervention strategies and techniques.2. Recognise the importance of staff attitudes and professionalism in responding effectively to those in your care.3. Demonstrate physical control and restraint positions to be implemented when physical control is necessary as a last resort due to an individual's dangerous behaviour.
Situational Role-Play and Postvention	<ol style="list-style-type: none">1. Apply the lessons learned in training to real-life situations.2. Find ways to use the time after a crisis (<i>Postvention</i>) as a step toward preventing future crisis.3. Use a model for action after an incident that will create the necessary closure, debriefing and re-establishment of a therapeutic relationship with the individual involved.

Positive Partnerships

The Positive Partnerships: supporting school aged students on the autism spectrum project delivers two components of the Helping Children with Autism package being implemented by the Department of Education, Employment and Workplace Relations (DEEWR). The aim of both components is to improve the educational outcomes for school aged children with autism spectrum disorders (ASD).

- The two components are:
 - professional development for teachers and other school staff who are working with students with ASD (Professional Development Component); and
- workshops and information sessions for parents and carers of school aged children with ASD (Parent/Carer Component)

Professional Development Program

Teachers and schools

Positive Partnerships is a 4 day professional development workshops for teachers and school leaders aimed at supporting students with an ASD.

Teachers and schools are able to access a great deal of information about working with students with an ASD on this website and via the Positive Partnerships online learning platform.

Online Learning

The Positive Partnerships online learning courses are fully funded by DEEWR (Australian Government Department of Education, Employment and Workplace Relations).

The following online learning modules can be accessed at *My Learning* or in the *Courses* Menu:

- An Introduction to Autism
- 8 information topics
 - Making Friends
 - Completing Work
 - Everyday Transitions
 - Sexuality, Personal Hygiene and Safety
 - Positive Behaviour Support
 - Communication
 - Bullying
 - Siblings

The modules are interactive self paced learning modules.

Parents and carers can also access an online Parent/Carer Course which is comprised of 5 modules:

- Understanding Autism: Using the Planning Matrix
- Creating Positive Partnerships
- Problem Solving: Using the GROWTH Model
- Developing Support Networks
- Using Evidence to Guide Decision Making

This course covers the same key learning objectives as Day 1 of the face-to-face parent/carers program. You can download a [flyer about the online Parent/Carer Course](#) to distribute to parents/carers who may be unable to attend a face-to-face workshop.

About Autism

Teachers and other school staff are also able to access information about autism and a range of tools for use at school and by parents at home by accessing the positive partnership website. Areas include:

- About autism
- How does autism impact on learning?
- Practical planning tools
- Understanding behaviour
- Common issues / fact sheets
- Using evidence to guide decision making



Flexibility

Online training provides a much more flexible form of delivery than traditional courses, allowing participants to study all together in an ICT suite, or from home or elsewhere in their own time and at their own pace, or a mixture of the two. The combination of course content, forum discussions, setting goals and interventions and the tutor led sessions require 20 hours of study.

Support can be extended over a much longer period, so that the learning which has taken place can be embedded in practice.

Multimedia content

The web-based format means content can be presented in a variety of ways to suit different learners. There are also a number of interactive elements that support and encourage the learning process, including:

Animations

Self assessment exercises

Online quizzes

Video clips

Online forums

Printable resources

The NSW Department of Education and Communities licenses the courses from Online Training in the UK.

Over 5000 NSW department personnel have taken one or more of the courses.

Courses available:

Understanding Autistic Spectrum Disorders.

Inclusion for students with Speech, Language and Communication Needs.

Understanding and Managing Behaviour

Understanding Motor Co-ordination Difficulties

Understanding Dyslexia and Significant Difficulties in Reading

Curriculum Access and Outcomes Planning (under development)

(visit www.inclusiononline-aus.net for an updated list - new courses are developed each year)

Access to the developing range of courses is gained through annual subscription by education departments and others. All participating organisations will have the opportunity to play a part in the further development of the courses.

Trish Rymer, Disability Programs, DEC

E-mail: Patricia.Rymer@det.nsw.edu.au

Tel: 92666 8331

Kerrie Kimes, Disability Programs, DEC

E-mail: kerrie.kimes@det.nsw.edu.au

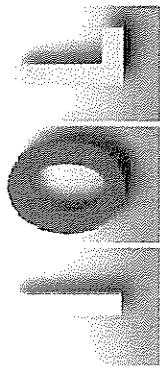
Tel: 9244 5766

Warrick Smith, Disability Programs, DEC

E-mail: Warrick.Smith@det.nsw.edu.au

Tel: 9266 8033

.net



InclusionOnline-aus.net
Online training limited

online training courses

understanding

Autistic Spectrum Disorders

inclusion for
learners with
**Speech, Language
and Communication Needs**

understanding and

Managing Behaviour

understanding

**Motor Co-ordination
Difficulties**

understanding

**Dyslexia and
Difficulties in Reading**

significant

This information is for participants in NSW
Department of Education and Communities
online courses

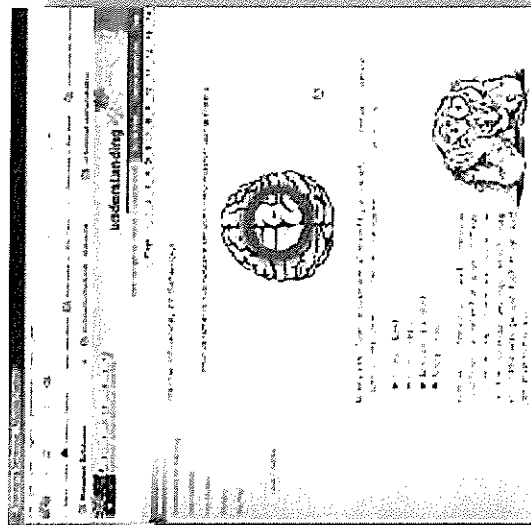
Inclusiononline-aus.net provides online training for people
working with students with additional needs.

www.inclusiononline-aus.net

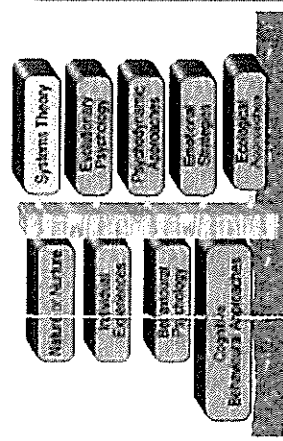
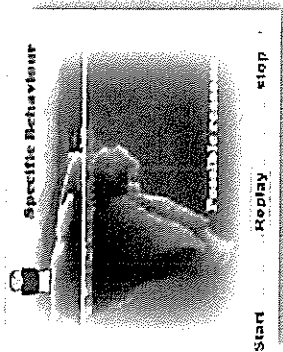
Each course has four main elements

- Understanding
- Assessment for learning
- Interventions
- Case studies

The content is presented in a variety of different ways to create interest and to accommodate different learning styles. All courses include interactions, animations and video examples.



"I find the website very accessible. The content style and presentation is suitable for teachers and other professionals. I particularly like the range of media used." Teacher



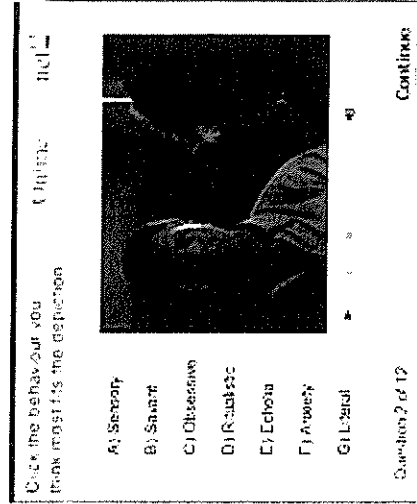
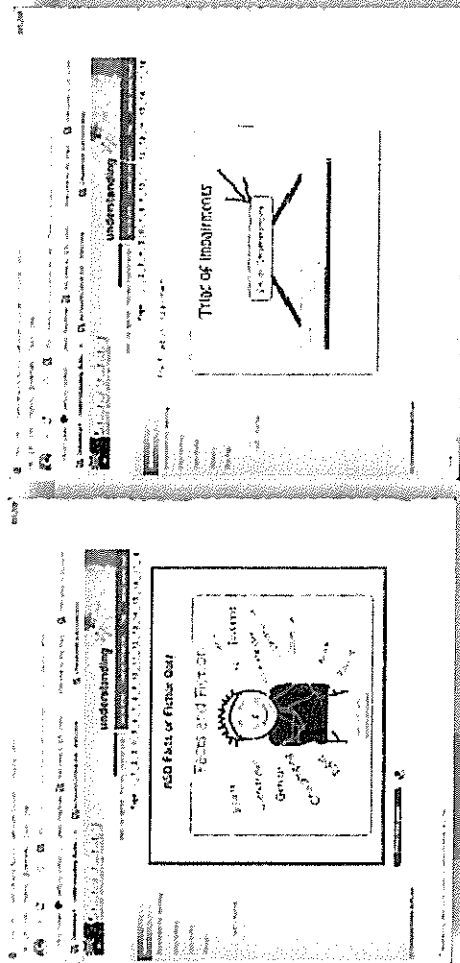
Those following the courses are supported by an online tutor who tracks the progress of course members and sets up online forum topics and discussion groups.

These are registered courses with the NSW Institute of Teachers. The courses are designed for all those who support children and young people with additional needs in educational and other contexts from early childhood until Year 12.

Each course is followed online and the participants work at their own pace. The course tutor holds three meetings for the cohort group at the beginning, middle and end of the course and provides online support and guidance through forum questions, responses and emails.

Course participants make a commitment to studying online, either at work or at home or in both settings. Participants need to attend the three meetings and to complete course requirements.

Participants need access to a PC or laptop and broadband access. Previous experience of online learning is not required and full support is offered.





**WORKFORCE MANAGEMENT AND SYSTEMS IMPROVEMENT
OCCUPATIONAL HEALTH AND SAFETY DIRECTORATE**

MEMORANDUM TO:

**STATE OFFICE
REGIONAL DIRECTORS
INSTITUTE DIRECTORS**

Employee Assistance Program

What is the Employee Assistance Program (EAP)?

The Employee Assistance Program is an independent, confidential and free professional counselling and management support service provided by the Department to support the wellbeing of its permanent and temporary employees and where appropriate, their immediate family. Casual employees who are eligible for sick leave are also entitled to use the program.

Who are the providers and what do they provide?

The Department has signed new contracts with two providers from July 2011 to provide state-wide services to employees under the EAP:

PPC Worldwide (PPC) 1300 361 008

Davidson Trahaire Corpsych (DTC) 1300 360 364

Toll-free hotlines are available 24 hours a day, 7 days a week, and 365 days a year

Face-to-face counselling is available from 7.30am to 10pm, Monday to Friday

General counselling

Both PPC and DTC services provide face-to-face, telephone and Internet-based counselling by registered psychologists, registered social workers and counsellors.

Additional (new) resources for managers provided by PPC and DTC

1. Coaching, development and support services

The Department recognises the need to support managers in dealing with workplace difficulties. Both providers provide coaching, development and support services specifically for Principals and managers in managing a range of workplace situations and will offer positive strategies and solutions.

2. On-site conflict resolution and mediation

Principals may contact either provider for conflict resolution or mediation for workplace issues that arise. The providers will assist with clarifying issues, develop a framework designed to assist and support the disputing parties in resolving their conflict, which may include arranging on-site meetings.



Please note: There are additional costs for workplaces who wish to use these specific services.

Serious incident management services

For serious incidents or accidents occurring at the workplace, for example death or serious injury of a student or employee, this service will include immediate intervention, assessment and on-site attendance, if required.

In-service training and consultation

Professional development training of employees through facilitated discussions, seminars and workshops designed to address the full spectrum of organisational issues and challenges.

When will I receive promotional materials for my workplace?

Promotional materials will be distributed to all Departmental workplaces in Term 4, 2011. Subsequent materials can be requested through your regional WHS team.

Further information

Further information and contact details are available on the WHS Directorate's Intranet website.

A handwritten signature in black ink, appearing to read 'M. O'Brien', with a long horizontal stroke extending to the right.

Marnie O'Brien
Director, Work, Health and Safety
September 2011